

# **PROGRAMME SPECIFICATION**

## **BA (Hons) Photography**

**Faculty of Arts, Creative Industries and Education**  
**Revised September 2012**

**Part One – Programme Specification**

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## Programme Specification

### Section 1: Basic Data

|   |   |
|---|---|
| <b>Awarding institution/body</b>                                      | University of West of England, Bristol                      |
| <b>Teaching institution</b>   | University of West of England, Bristol                      |
| <b>Faculty responsible for programme</b>                              | Faculty of Creative Arts                                    |
| <b>Programme accredited by</b>  | Not applicable  |
| <b>Highest award title</b>  | BA (Hons) Photography                                       |
| <b>Default award title</b>  |   |
| <b>Interim award title</b>  | BA Photography<br>Dip HE Photography<br>Cert HE Photography |
| <b>Modular Scheme title (if different)</b>                            | Undergraduate Programme Modular Scheme                      |
| <b>UCAS code (or other coding system if relevant)</b>                 | W640  |
| <b>Relevant QAA subject benchmarking group(s)</b>                     | Art and Design  |
| <b>On-going/valid until* (*delete as appropriate/insert end date)</b> |   |
| <b>Valid from (insert date if appropriate)</b>                        | September 2012  |
| <b>Authorised by...CAP (noted at)</b>                                 | <b>Date:...1 June 2012</b>                                  |
| <i>Version:</i><br>3.1  |   |

## **Section 2: Educational aims of the programme**

### **Aims of the undergraduate modular scheme:**

- to provide an opportunity to develop a creative practice within a chosen field of study;
- to provide an experience of higher education in art, media and design that offers students choice and independence in determining their own abilities and ambitions within a subject discipline;
- to equip students with the intellectual, practical, critical and creative skills necessary for them to locate themselves and their practice within professional, social, historical and cultural contexts;
- to give students the confidence to develop informed independent judgements and critical and intellectual rigour;
- to ensure that the development of key/transferable skills is an integrated part of the curriculum;
- to equip students with the necessary understanding of research techniques and appropriate methodologies;
- to sustain an environment in which individual students may realise their full potential.

### **Educational Aims:**

The programme aims to enable students to:

- explore the breadth and depth of contemporary photographic practice;
- understand the potential application of photography in the realisation of creative practice;
- develop knowledge, understanding and skill through an exploration of a range of still and moving image practices in order to work in a professional environment or to undertake further study;
- progress sustainable personal practice through the application of a range of creative, critical, technical and transferable skills;
- demonstrate critical reflection, evaluation and analysis in the development of personal practice – developing a personal methodology that recognises research, development, reflection and realisation as the key components;
- locate their work in a professional, critical, historical and social context.

### Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

#### A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

##### A Knowledge and understanding of:

1. how to articulate and synthesise understanding, personal attributes and acquired skills effectively in the context of - creative practice, employment, further study, research and life-long learning.
2. how to apply, consolidate and extend ability and knowledge within a wide range of professional, and critical contexts, both within and beyond the field of art and design.

##### Teaching/learning methods and strategies:

These outcomes are encompassed by the delivery of the programme at all levels across practice-led modules and Visual Culture.

At Level One modules are used to structure the knowledge and skills acquired towards set, definable outcomes while encouraging students to challenge their preconceptions of photography and creative practices generally. The programme focuses on establishing a base of subject-specific knowledge and understanding such as photographic critique alongside the key technical skills. Students will be introduced to the idea of *Professional Practice* at this level through a programme of mapping the kinds of careers that may be available to graduates of photography. Throughout the course students will be encouraged to present their ideas and articulate their working processes to their peer group.

At Levels Two and Three students are increasingly expected to negotiate project proposals that articulate and recognise their particular approach to their creative practice. At these levels knowledge and understanding of the medium will be advanced alongside evaluative skills that enable students to reflect on and critique their own work and the work of others. As the programme progresses students are encouraged to take on more responsibility for the subject, process and contextualisation of their work including its marketability.

Students are supported through:

- their placement within a tutorial group\* which is supervised by an academic member of staff. The tutorials provide a platform for regular discussion of individual work using the critical, methodological skills acquired from photographic discourse taught within practice modules and Visual Culture elements of the course. The group tutorials are also intended to facilitate peer group interaction and the sharing of ideas, processes and methods;
- workshops which develop their technical skills and allow them to make appropriate decisions as to how an idea should be resolved;
- one-to-one tutorials which will be provided at key points within modules by

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|  | <p>the tutorial group leader to monitor progression and direct individual learning;</p> <ul style="list-style-type: none"><li>- 'open tutorials' which provide opportunity for students across the course to engage with staff and students currently undertaking research/practice that relates to their own;</li><li>- guest lectures and tutorials which provide students with knowledge and feedback from the creative industries;</li><li>- lectures which underpin the 'tutorial group' programme.</li></ul> <p>Throughout, students are expected to undertake independent reading and research both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p><b>Assessment:</b><br/>Testing of the knowledge base is achieved through assessed coursework (practice-based, written (including essays and reports) and oral presentation).</p> <p>*The term 'group-tutorial' is used here in preference to 'seminar' to diffuse the boundaries between 'theory' and 'practice' teaching.</p> |
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## B Intellectual Skills

### B Intellectual Skills

- *students will be enabled to:*

1. Generate and articulate ideas and arguments as solutions or responses to set briefs and self-initiated activity.
2. Employ rigorous thinking processes in the course of observation, investigation, reflection and production to underpin sustainable creative practice.
3. Understand the role of the audience, user/client and context in determining the creative methodology and outcomes of a photographic project.
4. Show insight into the implications for photography embodied in current and emerging media practices and technologies.
5. Critically evaluate visual language and the construction of meaning.
6. Demonstrate an awareness of the significance of the work of other practitioners both within photographic practice and from other fields.
7. Analyse information and experience and thereby develop reasoned arguments in relation to photographic practices.
8. Formulate reasoned responses to critical judgements given by others.

### Teaching/learning methods and strategies

Intellectual skills are developed through tutorial group discussion, participation in photographic practice integral to taught modules, one-to-one tutorials, the lecture programmes and specified reading and writing tasks which will allow them develop their skills of analysis and rhetoric.

1. This is addressed at all levels of the course via practice-led modules underpinned by group tutorials and one-to-one tutorials.
2. This is a principal focus of photographic practice as supported by technical workshops and group tutorials.
- 3-5. The taught programme in Visual Culture provides the basis for developing student skills in evaluation of context, approach, technology and visual language for the creation of photographic artefacts. This programme runs in tandem with more specific photographic discourse taught within practice modules.
- 6-8. These skills are encouraged and emphasised throughout the programme in,, Visual Culture, group tutorials and lectures in practice-led modules, one-to-one tutorials and written work.

### Assessment

A variety of assessment methods are employed. All test the ability to demonstrate skills 1-8 through the production of a body of creative work and supporting material (visual, written and verbal) generated through photographic practice, research materials, coursework essays, and presentations.

## C Subject, Professional and Practical Skills

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|--|---|
| <p><b>C Subject/Professional/Practical Skills</b><br/>- <i>students will be enabled to:</i></p> <ol style="list-style-type: none"> <li>1. Develop ideas through to material outcomes giving rise to a coherent body of work.</li> <li>2. Select, test and make appropriate use of photographic and related materials and processes.</li> <li>3. Critically evaluate this process of interrogation through informed reflection.</li> <li>4. Creatively employ photographic materials and methods that test preconceptions (both personal and cultural) about the medium.</li> <br/> <li>5. Project manage from proposal/intention to dissemination applying recognised processes of interrogation and reflection in photographic study.</li> <li>6. Show entrepreneurial and professional proficiency that supports own or group practice in relation to 'audience' (in its widest as well as its subject-specific and client sense).</li> <li>7. Demonstrate awareness of any ethical and legal implications that arise from the production of photographic works.</li> <li>8. Develop a personal methodology that relates to an individual graduate's expectations (whether these are in research/further study or professional practice).</li> </ol> | <p><b>Teaching/learning methods and strategies</b><br/>Subject knowledge relating to processes, practices and contexts appropriate to photography is acquired through taught modules via lectures, workshops, groups tutorials, individual tutorials and practical activities.</p> <p>1. Skills in relation to 1-4 are progressively acquired through practice-led modules at level one and through the development of individual project proposals at levels two and three. Students will also undertake specific skill workshops which assist them in the development of their technical skills. Later in the programme refresher workshops in developing advanced photographic skills will be offered. Students will negotiate their approach to project work with their tutor – in the early stages this will be in response to a brief but at the final stages students will author their own briefs. At all stages students will be required to examine and scrutinise the work of their peer group along with own work in the context of the wider critique they undertake in discourse units.</p> <p>5-8 As students advance through successive practice-led modules the process of self-management and critical reflection (as developed through the integration of the traditional theoretical approaches into practice) will increasingly be the responsibility of the student. In the early stages work-related skills will be taught more formally. As students identify an intended pathway they will be expected to research proficiencies and professional opportunities that relate more specifically to their expectations on graduating. Students will be encouraged to investigate the reality of work through research into working practices in professional contexts and present their findings to their peer group.</p> <p><b>Assessment</b><br/>Skills 1-4 are primarily assessed through presentations, essays and the creative component of practice-led study. Skills 5-8 are primarily assessed through the research components of practice-led modules and Professional Practice studies.</p> |
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## D Transferable Skills and other attributes

| <b>D Transferable skills and other attributes</b>  | <b>Teaching/learning methods and strategies</b>   |
|--|---|
| <p data-bbox="236 185 560 215">- <i>students will be able to:</i></p> <ol data-bbox="236 248 826 1010" style="list-style-type: none"><li data-bbox="236 248 826 338">1. Demonstrate personal management skills such as time management, self-evaluation, settings goals and working independently.</li><li data-bbox="236 371 826 434">2. Anticipate, initiate, plan and progress projects, while accommodating changing practices.</li><li data-bbox="236 468 826 530">3. Interact effectively with others through collaboration and negotiation.</li><li data-bbox="236 564 826 627">4. Respond productively to the evaluative judgements of others.</li><li data-bbox="236 660 826 723">5. Analyse and organise information and resources.</li><li data-bbox="236 757 826 819">6. Articulate reasoned arguments through a process of critical reflection.</li><li data-bbox="236 853 826 916">7. Formulate and communicate ideas and information comprehensibly; visually, orally and in writing.</li><li data-bbox="236 949 826 1012">8. Identify key issues and problems in the resolution and realisation of projects.</li></ol> | <p data-bbox="858 248 1453 461">Skills 1-4 are fostered through the development of personal project proposals throughout the course in consultation with academic staff and peer group support in the context of practice-led work. At the end of each project students are expected to produce a written evaluation that critically reflects on their outcomes.</p> <p data-bbox="858 707 1453 797">Skills 5-8 are developed through the lecture programmes, the group tutorial environments and one-to-one contact with academic staff.</p> <p data-bbox="858 1106 1453 1319"><b>Assessment</b><br/>Although there is some cross-over here, skills 1-4 are primarily assessed through the results of the processes developed in practice-led work (both the research material and creative work). Skills 5-8 are primarily assessed through group presentations and written work.</p> |

## Section 4 Programme Specification – Photography

ENTRY  
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|----------------|--|---|---|
| <b>level 1</b> | <p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UAAAC7-40-1<br/>Introduction to Photographic Practice</li> <li>• UAAAC9-40-1<br/>Photographic Project at level 1</li> <li>• UAAADQ-20-1<br/>Professional Practice in Photography 1</li> <li>• UA1A8P-20-1:<br/>Introduction to Visual Culture: Contextualising Practice</li> </ul> | <p><b>Optional modules</b></p> <ul style="list-style-type: none"> <li>• No options available</li> </ul>   | <p><b>Interim Awards:</b></p> <p>CERT HE Photography</p> <ul style="list-style-type: none"> <li>• Credit requirements 120 credits at level 1 or above</li> </ul>  |
|                | <p><b>Core modules</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>  |   |   |
| <b>level 2</b> | <p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UAAAH7-40-2<br/>Photographic Project with Discourse</li> <li>• UAAADR-20-2<br/>Professional Practice: Photography</li> </ul>   | <p><b>Optional modules</b></p> <ul style="list-style-type: none"> <li>• UA1AG8-20-2<br/>Work Experience</li> <li>• UACAC3-40-2<br/>Socrates and Developing Practice</li> <li>• UAAACD-20-2<br/>Extended Photographic Practice at level 2</li> <li>• UAAAEC-40-2<br/>Extended Photographic Practice at level 2</li> <li>• UADA4N-40-2<br/>Exploring Animation</li> </ul> | <p><b>Interim Awards:</b></p> <p>DIPHE Photography</p> <ul style="list-style-type: none"> <li>• Credit requirements 240 credits at level 2</li> </ul> <p><b>Pre-requisite requirements:</b></p> <ul style="list-style-type: none"> <li>• UAAAC9-40-1<br/>Photographic Project at level 1</li> </ul> |
|                | <p><b>Core modules</b></p> <ul style="list-style-type: none"> <li>• UA1A8T-20-2<br/>Contemporary Contexts</li> <li>• UA1A8V-40-2<br/>Contemporary Contexts: towards self-directed research</li> </ul>  |   |   |
| <b>level 3</b> | <p><b>Compulsory modules</b></p> <p>Full time route</p> <ul style="list-style-type: none"> <li>• UAAADS-20-3<br/>Professional Practice in Photography 3 (20 credits)</li> <li>• UAAAJ8-20-3<br/>Preparation for Self Directed Study: Photography 20</li> </ul>   | <p><b>Optional modules</b></p> <ul style="list-style-type: none"> <li>• No options available</li> </ul>   | <p><b>Awards:</b></p> <p>BA (Hons) Photography - 360 credits</p> <p>BA Photography – 300 credits</p> <p><b>Prerequisite requirements:</b></p> <ul style="list-style-type: none"> <li>• UAAACC-20-2<br/>Professional Practice: Photography</li> </ul>  |

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|  | <p><b>Core modules</b><br/> Full time</p> <ul style="list-style-type: none"> <li>• UAAACE-60-3<br/> Self Directed Study:<br/> Photography – 60 credits</li> <br/> <li>• UA1ABN-20-3 (20 credits)<br/> Visual Culture Dissertation<br/> Or<br/> UA1AGY-20-3 (20 credits)<br/> Enterprise for Creative Practice</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• UAAAJ9-40-3<br/> Self Directed Study:<br/> Photography – 40 credits</li> <br/> <li>• UA1ABP-40-3<br/> Visual Culture Extended Dissertation</li> </ul> |  |  |
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→ GRADUATION

# BA(Hons) Photography (Part-time route) – 6 YEARS

## Level One

### Semester One

|   |
|---|
| UAAAC7-40-1 Introduction to Photographic Practice<br>40 credits |
|---|

AND

### Semester Two

|   |
|---|
| UAAADQ-20-1<br>Professional Practice in Photography 1<br>20 credits |
|---|

## Level Two

### Semester One

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|--|
| UA1A8P-20-1<br>Introduction to Visual Culture : Contextualising Practice<br>20 credits |
|--|

AND

|  |
|--|
| UAAAC9-40-1<br>Photographic Project at Level One<br>40 Credits |
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## Level Three - Option 1

### Semester One

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|--|
| UAAAH7-40-2 Photographic Project with Discourse at Level Two<br>40 credits |
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AND

### Semester Two

|   |
|---|
| Option 1<br>UA1A8T-20-2 Contemporary Contexts or<br>Option 2 – 1 from:<br>UAAACD-20-2 Extended Photographic Practice at level 2 or<br>UA1AG8-20-2 Work Experience |
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## Level Three - Option 2

### Semester One

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|--|
| UAAACC-20-2 Professional Practice: Photography<br>20 credits |
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AND

### Semester Two

|   |
|---|
| Option 1<br>UAAACD-20-2 Extended Photographic Practice at level 2 and<br>UA1AG8-20-2 Work Experience<br>Option 3 – 1 from:<br>UAAEC-40-2 Extended Photographic Practice at level 2 or<br>UADA4N-40-2 Exploring Animation or<br>UACAC3-40-2 Socrates and Developing Practice or<br>Option 3<br>UA1A8V-40-2 Contemporary Contexts: Towards Self-Directed research |
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## Level Four – Option 1

### Semester One

|  |
|--|
| UAAAH7-40-2 Photographic Project with Discourse at Level Two<br>40 credits |
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AND

### Semester Two

|   |
|---|
| Option 1<br>UA1A8T-20-2 Contemporary Contexts or<br>Option 2 – 1 from:<br>UAAACD-20-2 Extended Photographic Practice at level 2 or<br>UA1AG8-20-2 Work Experience |
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## Level Four – Option 2

### Semester One

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| UAAACC-20-2 Professional Practice: Photography 2<br>20 credits |
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OR Semester Two

AND

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|---|
| Option 1<br>UAAACD-20-2 Extended Photographic Practice at level 2 and<br>UA1AG8-20-2 Work Experience<br>Option 3 – 1 from:<br>UAAEC-40-2 Extended Photographic Practice at level 2 or<br>UADA4N-40-2 Exploring Animation or<br>UACAC3-40-2 Socrates and Developing Practice or<br>Option 3<br>UA1A8V-40-2 Contemporary Contexts: Towards Self-Directed research |
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## Level Five - Option One

### Semester 1

|   |
|---|
| UA1ABN-20-3 Visual Culture Dissertation 20 credits<br>Or<br>UA1AGY-20-3 Enterprise for Creative Practice<br>And<br>UAAAJ8-20-3 Preparation for self directed study in Photography<br>20 credits |
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AND

### Semester 2

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|---|
| UAAADS-20-3<br>Professional Practice in Photography 3<br>20 credits |
|---|

OR

## Level Five - Option Two

### Semester 2

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|--|
| UA1ABP-40-3 Visual Culture Extended Dissertation<br>40 credits |
|--|

AND

### Semester 2

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| UAAADS-20-3<br>Professional Practice in Photography 3 20 credits |
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## Level Six Option 1

### Semester 1

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| UAAACE-60-3<br>Self directed Study – Photography<br>60 credits |
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### Semester 2

## Level Six Option 2

### Semester 1

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|---|
| UAAAJ8-20-3<br>Preparation for self directed study in Photography<br>20 credits |
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AND

### Semester 2

|  |
|--|
| UAAAJ9-40-3<br>Self directed Study – Photography<br>40 credits |
|--|

## **Section 5: Entry requirements**

Applicants should normally have completed one of the following:

- A foundation course of at least one year's duration or equivalent;
- A BTEC certificate or diploma in an appropriate art and design subject or other evidence of potential to study at degree level;
- At least 40 tariff points in each of two subjects at Advanced General Certificate of Education (or recognised equivalents) including at least one subject from the following areas: Photography, Media, Film Studies, Art or a similar subject.

(Level Three entry – suitable qualifications will include Diploma in Higher Education and HND (or equivalent) in an appropriate/related subject discipline)

All applicants invited for interview must produce a portfolio of work.

### **English Language Requirements:**

All students will normally have a recognised English Language qualification of at least GCSE grade C or equivalent standard. If English is not the first language test results such as IELTS 6.0, TOEFL 570 (230 if computer text), NEAB or Cambridge Proficiency grade C will be acceptable.

## **Section 6: Assessment Regulations**

A: Approved to University Academic Regulations and Procedures

B: Approved variant to University Academic Regulations and Procedures (insert title of variant) None

## **Section 7: Student learning: distinctive features and support**

### **Introduction**

Located in the Department of Art and Design BA (Hons) Photography is a broadly based course which supports the development of creative independence and professional skills using photographic practices. Central to the award is the fundamental belief in photography as a range of practices that create meaning in different contexts and students will be encouraged to develop their ideas through a range of approaches to the medium. As well as the central and core teaching associated with photographic pedagogy, students will be introduced to a range of 'other' practices such as graphic design, print-making, digital technologies, art-direction and video, enabling students to consider the relevance of these in the development of their work.

This award is concerned with the dialogue that exists between applied photography and the photographic arts. The resulting tension provides a stimulating and progressive environment for learning. A programme of professional practice, which begins in year 1, is designed to embed this dialogue in outward facing contexts and make students aware of the creative potential of the medium. Students will be encouraged to take risks, be ambitious, experimental and resourceful. This approach to creative development is underpinned throughout by a programme of cultural and theoretical studies intended to enable students to exploit better the possibilities open to them. There will be an emphasis throughout the course on reflective practice and evidence of this reflection will therefore form a key component of assessments.

### **Teaching and Learning**

Students will experience a wide range of teaching and learning methods designed to establish understanding and knowledge of the subject and to stimulate evaluation and critique.

Methods used include:

- a range of project briefs that require a diverse range of activities in response;
- an emphasis on group tutorial activity;
- collaborative learning and group projects;
- direct contact with the profession through field work/visits and visiting practitioners.

The emphasis here is on the European model of self-directed study and the autonomous learner so the teaching model will be 'front-loaded' within individual modules and within the course to progress students from reactive to pro-active learning methods. The development of critical and analytical skills are key to each student's progression throughout the course and the delivery and assessment of these will increase in complexity throughout the course and across different module types.

### **Curricula**

The structure of the programme is designed to establish and introduce basic principles at Level One before the opportunity for specialisation (both technically and in terms of genre) is introduced at the advanced levels. This is based on the rationale that students must have a sound understanding of a range of methods for developing their creative ideas before embarking on narrower research in specific areas. Students follow a common curriculum until Semester Two at Level Two. From this point students are offered a range of options which will inform and

progress their practice at Level Three. Students will experience feedback on their progress through tutor, peer and self-evaluation as well as through formal assessment.

### **Assessment**

Assessment strategies within the programme reflect the philosophy of the Department of Art and Design, that assessment is part of the learning process.

Assessments are designed to support the monitoring of progress by both tutors and students and provide an opportunity for students to reflect on their achievements.

Assessment methods include:

- group and individual visual and verbal presentations;
- essays and research reports (including personal project proposals, evidence of response to group critiques and critical evaluations).

### **Achievement**

Students are required to take ownership of their progression through the course and will be increasingly expected to manage their own learning. The programme aims to support individual development and creativity. The best graduates will have accumulated a body of work that demonstrates excellence in most if not all areas of the acquisition of knowledge and understanding, the development of personal attributes and the mastery of selected photographic skills.

The threshold achievements include: the ability to generate ideas and progress them independently and in group-work; proficiency in observation, investigation and visualisation; technical research skills enabling the selection of appropriate mechanisms for project delivery; project management skills (recognising the connections between intention, process and dissemination) and knowledge of the subject discipline's critical issues in relation to context, audience and the work of other practitioners. Threshold expectations also includes the more generic skills anticipated of a BA/BSc. (Hons) graduate (such as self-management, accommodation of change, formulation of reasoned arguments, interpersonal skills, appropriate responses to critical judgements made by others, ability to communicate effectively and present ideas and the ability to locate, retrieve and manage information).

## **Section 8 Reference points/benchmarks**

- QAA Benchmark Statement for Art and Design
- QAA National Qualifications Framework
- HEA Subject Centre (Photography)
- UWE Vision, Mission and Strategy
- UWE Learning and Teaching Strategy
- UWE Assessment Policy
- Staff Research into Foundation students' aspirations at UWE/feeder institutions
- BIPP Recommendations
- Assessment of local provision (curricula) and competition